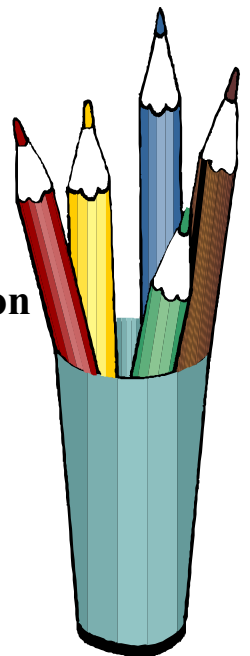


# Recruitment Handbook for School Councils



**Kentucky Department of Education**  
**Division of Minority Educator Recruitment and Retention**  
500 Mero Street  
Frankfort, KY 40601

(502) 564-1479  
[rmorton@kde.state.ky.us](mailto:rmorton@kde.state.ky.us)  
[www.kde.state.ky.us/osle/merr](http://www.kde.state.ky.us/osle/merr)



**KENTUCKY DEPARTMENT EDUCATION**  
**Division of Minority Educator Recruitment and Retention**

**RECRUITMENT HANDBOOK**  
**FOR**  
**SCHOOL COUNCILS**

**Why is there a need to  
diversify the teacher  
workforce?**

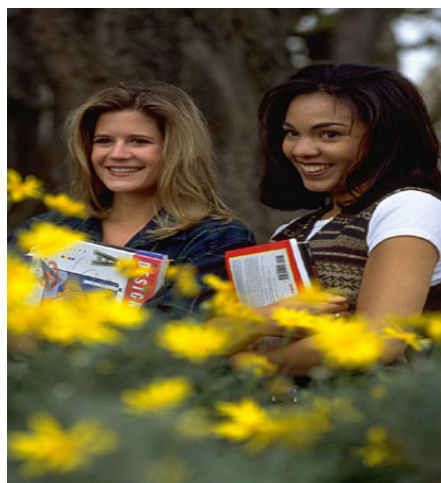
**Minority Educator Recruitment**

There is increasing cultural, ethnic and linguistic diversity in America's student population. Yet, there is little diversity in America's teacher workforce. According to the U.S. Department of Education, in our nation's public schools, 36% of students are minority, compared to only about 14% of our teachers. In the Commonwealth of Kentucky our minority student population is 12.8% while our teacher workforce is only 4%. Seventy-two of our 176 school districts have no minority teachers.

If Kentucky's children are to become viable citizens of the global community, they must first learn to appreciate, respect, and affirm diversity. This appreciation of diversity must begin in public school classrooms through our Commonwealth. True diversity will be accomplished one classroom at a time.

**"Nothing is really going to happen to advance pluralism in education until education leaders insist on progress. This is our moral obligation if we are to have a full future serving all of our students."**

Kathryn K. Wallace, J.D., Director  
Division of Minority Educator  
Recruitment and Retention  
Kentucky Department of Education  
Frankfort, KY



**COUNCILS CAN ASSIST IN RECRUITING  
MINORITY EDUCATORS**

**WHAT CAN YOUR COUNCIL DO?**

**T**he following are techniques, strategies, and information useful for achieving diversity in public schools.

**INSIDE**

- **Commitment**
- **Building the Pool of applicants**
- **Getting minorities into education**
- **Developing and retaining minorities**
- **Understanding diversity**

## **LEADING THE EFFORT**

### **COMMITMENT**

The school's instructional leader and its council must foster an environment that values and affirms diversity among both staff and students.

Support for diversity must be evident in both the processes and the outcomes of the council's work. Effective support for diversity should include:

- A representational component (e.g., the actual representation of diverse faculty, staff and council members at different levels of the school environment.
- An inter-actional component (e.g., members of different groups working well together.)
- An organizational culture component (e.g., a well-established organizational value supporting diverse peoples)

### **GETTING THE COMMUNITY INVOLVED**

Form a diversity committee and assign them to collaborate with district personnel officers and individuals from the community, to plan, organize and monitor school recruitment efforts.

- Invite minority parents and community leaders to become active on the council and in other school activities.
- Share effective strategies, techniques, and best practices with other councils.
- Reach out to and partner with minority churches and organizations.
- Design advertisements (print and broadcast) to reach a diverse group of teachers and potential teachers.
- Seek out minority professional organizations to assist with the recruitment and retention staff.



### **A. SET GOALS**

Make it a priority to comply with **KRS 160.380(2)(d)** that states:

*“When a vacancy occurs in a local district, the superintendent shall conduct a search to locate minority teachers to be considered for the position.”*

While the language directs the superintendent to conduct the search for minority candidates, as the decision-making council of a school, you to have a responsibility to ensure that all students are exposed to society's burgeoning demographic diversity.

### **B. DEVELOP A PLAN**

- Develop a diversity plan for your school that is specific to the needs of your school, district and community.
- Explore the use of the Equity Instrument designed by the Kentucky Department of Education in assessing your needs.

### **C. TRACK RESULTS**

The council should keep a record of the numbers of minorities interviewed and hired for vacancies, particularly administrative positions such as counselor, assistant principal or principal.

#### **D. BUILDING THE POOL OF LOCAL CANDIDATES**

There is a largely untrumped, but steadily growing national movement in which middle and high schools, local school districts, state education agencies and the federal government are developing programs to “grow their own” teachers. These future teacher identification and recruitment programs foster students’ early interest in teaching as a career.

It is never too early to identify and encourage minority students to prepare for careers in education.

The following are examples you can encourage your school council to consider:

- Implement early identification programs, either of your own design or in cooperation with programs through the Kentucky Department of Education, to encourage young people to become teachers. You may consider establishing scholarships for your students with the stipulation that they return to the community to teach.

Early identification programs you may consider are:

- Future Educators of America
- Aspiring Teachers, Educators, Administrators, and Mentors (A-TEAM)
- Escorts To Success
- Selecting Teaching As My Profession

#### **E. PROVIDE MEANINGFUL EXPERIENCES**

- Allow school students to mentor elementary students. Provide opportunities for middle and high

school students to mentor elementary students.

- Allow high school students to serve as teacher aides during study halls and other free periods during the day.
- Develop programs permitting students to “shadow” practicing teachers and administrators.
- Develop an education career component that may be used as part of the curriculum.
- Establish a working relationship with local community colleges, junior colleges and other institutions of higher or postsecondary education in your geographic region to develop internships, practicum and student teaching opportunities for minority teacher education majors.
- Make district personnel officers aware of your particular staffing needs prior to their attending collegiate job fairs.
- If your district is not aware of collegiate job fairs, make them aware of these opportunities.
- If your superintendent fails to send minority candidates to interview at your school, visit the Human Resources Office at your district office and ask to see the minority candidate’s file.
- Seek assistance from minority teachers already in your school or in the district.

#### **F. GETTING MINORITIES INTO EDUCATION**

Describe your school and its programs in advertisements in minority professional publications.

If you are near a military installation investigate the Troops To Teachers Program as a way to recruit minority teachers.

Seek assistance from minority educators already in your district.

Establish contact with local minority civic organizations and churches.

## **G. DON'T OVERLOOK INTERNAL CANDIDATES**

Work with the district office to identify a cadre of interested minority paraprofessionals within your school and assist them in preparing for teacher certification.

## **H. DEVELOPING & RETAINING MINORITIES**

Many school councils lack the resources to compete at the national and state level for minority teachers and administrators. However, many councils are working with the Department of Education, community organizations and district human resources personnel to make a case for funding creative strategies to attract and retain qualified teachers from the limited pool of candidates.

- Develop a plan to improve minority high school student graduation rates and enhance the skills of prospective homegrown teachers for the district and possibly your school.
- Assure that all new staff feel welcome.
- If your school does not have minority faculty, ask a person from the community to serve as part of the welcoming team.
- Request current minority staff (or staff that is sensitive to minority concerns) to serve as mentors for new staffers.
- Include diversity awareness as part of the school's annual professional development program.

## **I. UNDERSTANDING DIVERSITY**

A study conducted, as part of the Texas Educational Excellence Project, by researchers from Texas A & M University and the University of Texas, Pan American,

examined the 350 largest multiracial school districts in Texas from 1991 to 1996. The conclusion from the team study found that both minority and Anglo students score higher on standardized tests if they attend schools with more minority teachers.

The study compared minority and Anglo students in school districts with a higher percentage of minority teachers to those in districts with fewer minority teachers. The study used TASS scores to determine student performance, controlling for other factors that influence student test performance such as poverty levels, expenditures and teacher qualifications.

The researchers were not surprised by the positive relationship between minority teachers and minority student test scores; other studies have also found that linkage. What was unexpected was the positive association between Anglo student test scores and minority teachers. The impact on Anglo student is actually higher than the impact on minority students.

This study challenges the view that under similar affirmative action programs minorities gain while Anglos lose. The study suggests that all students are better off if the number of minority teachers increase. This finding lends support to the concept of a multi-ethnic teaching faculty promoting gains for **all** students. The findings on minority teachers are also consistent with the impact of other variables that affect student performance.

As members of School Based Decision Making Councils you are charged with the responsibility of making decisions in the best interest of the school and for all students within that school. As persons responsible for hiring principals and for consulting with the principal in hiring teachers, we urge you to make sure that when you consider applicants to fill positions you insist that the pool be ethnically and culturally diverse. Make sure when these new teachers

and administrators are hired they receive full support from the council, school faculty and staff.

African Americans comprise approximately 13% of our Commonwealth's student population but less than 5% of the total number of teachers statewide. When searching for African American educators it would be wise to contact the National Alliance of Black School Educators for the more than 100 Historically Black Colleges and Universities.

Native Americans comprise approximately 1% of Kentucky's population. It is not advisable to generalize or stereotype Native Americans today because of the diversity of the native experience in this country. You will find that Native people will be happy to share their perspectives. For more information contact the Kentucky Native American Heritage Council.

The 2000 United States Census reports that Hispanic/Latinos are the fastest growing ethnic group in the United States. Changes in the economies of rural counties account for the significant increase in Kentucky's Hispanic/Latino population. When recruiting Hispanic/Latino teachers, job fairs in areas with large Hispanic/Latino populations such as California, Florida, New Jersey, and New York are excellent opportunities.

***"The commitment to diversity needs to begin with the instructional leader, no matter how large or small the school."***

Anthony Sanders, Principal  
Highland Elementary School  
Hopkinsville, KY

Less than 3% of Kentucky's population is Asian American. However, they are a rapidly growing population in Kentucky. A common problem for Asian Americans is the failure of employers to recognize them as needing attention. The model minority myth contributes to a level of invisibility, which hampers the advancement of Asian Americans in the workplace.

## HOW YOUR COMMUNITY CAN HELP.....

***"A school's development of a recruiting partnership with the community is not a bad idea since we're all in this together. Community networking is a good way to spread the word and reach prospective minority candidates."***

Kirby Hall, Ph.D., Former superintendent  
Christian County Public Schools  
Hopkinsville, Kentucky

## J. BUILDING COMMUNITY NETWORKS

Identify local and regional chapters of national organizations that can assist with your recruitment efforts. Once these organizations are identified, find out if there are any teachers in your school or district who are members.

Identify local churches and civic organizations. See that these organizations have notices of vacancies in the district and that they announce these to members for dissemination throughout the community.

It is important to make new hires feel welcome, and part of the welcoming process could be to have identified minority contacts within your community to form linkages with the new teacher.

Building relationships within your community not only assists in the recruitment of minorities but also provides an opportunity to support minority staff already employed. This also promotes the school's sense of responsibility to the community it serves.





## **FIVE STEPS TO IMPROVING YOUR TEACHER RECRUITMENT AND RETENTION EFFORTS**

### **Build a recruitment team.**

Gather a committed and diverse planning team or committee to help collect data, evaluate your school needs, identify resources, and recommend a list of desired changes in policies and practices. The team should include teachers, parents, community leaders, principals, bankers, realtors and others.

### **Identify your needs.**

Assign members of the team to collect as much data as possible in order to assess your teacher recruitment needs and build a case for stepping up your efforts. Work with your building principal and secure his support of your efforts.

### **Examine available pools of prospective teachers.**

Request a list of available candidates from the superintendent's office, and attempt to identify new pools of teacher candidates.

### **Develop your focus and set your goals.**

Begin to think about where you will start and what kinds of changes are needed.

### **Evaluate your readiness to significantly improve your teacher recruitment and retention efforts.**

Take stock of your current programs and resources in order to determine which programs to keep, enhance or initiate.

There are many excellent legal and social arguments for recruiting and retaining a diverse teacher workforce, but the most powerful argument for excellence in diversity recruiting and retention relate to the impact that a diverse teacher workforce can have on the bottom line....preparing our children to live and work in

a pluralistic society. Does having a workforce with diverse backgrounds, experiences and ideas prepare our students for the future? The answer is a resounding YES!

A diverse teacher workforce with a broad range of experience can more easily "question" and spot patterns and behaviors that can potentially offend or negatively impact a significant portion of the student population and the community.

Team members from the same backgrounds and experiences generally make decisions within their narrow range of experiences. By expanding the teaching staff to include more diversity of ideas and experiences, you increase the chances of getting both a broader range of teaching strategies, discipline strategies and culturally significant behaviors.

Teaching which disregards diversity places students at a disadvantage by reducing their capacity to learn. An inclusive curriculum and faculty that acknowledges, respects and responds appropriately to diversity can contribute to enhanced learning opportunities for a greater number of students.



## LEGISLATION AFFECTING MINORITY EDUCATOR RECRUITMENT AND RETENTION

To ensure that school districts recognize and appreciate the need for diversity in all aspects of the Kentucky Education Reform Act, the Kentucky General Assembly has enacted the following legislation:

**KRS 156.500** requires that appointments made by the appointing authority to every board, commission, council, or other type of advisory or decision making body created or re-enacted by the Education Reform Act of 1990 reflect reasonable minority representation of the membership and that active minority participation at every level of implementation be continually encouraged.

**KRS 160.380(2)(d)** requires that when a vacancy occurs in a local district, the superintendent shall conduct a search to locate minority teachers to be considered for the position. The superintendent shall, pursuant to administrative regulations of the annually the district's recruitment process and the activities used to increase the percentage of minority teachers in the district.

**KRS 160.345(2)b(2)** requires that school councils make every effort to include minorities on committees established by the council. It is only by real commitment and action from every member of the Council that true diversity will occur. School councils should keep a record of their efforts to have minority participation at every level of activity.

**KRS 160.345(1)(a)** defines "minority" as follows. "Minority" means American

Indian; Alaskan Native; African American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific Islander; or other ethnic groups under-represented in the school.

## CHALLENGES

The shortage of teachers of color in Kentucky's public schools has reached critical proportions. Yet this shortage presents itself at a time when the number and percentage of students of color in our public schools has reached record numbers. The challenge for SBDM Councils then, is to work effectively with district administrators, building principals and state department officials to identify, recruit, hire and retain teachers and administrators of color.

Leadership from state Department of Education officials, district superintendents, building principals and teachers is important in our efforts to provide equitable, bias-free education. However, it is not just schools that must change. Each member of the School Based Decision Making Council must ask, "What action can I take to help?"

You must constantly remind yourselves that the benefits of recruiting, hiring and retaining teachers of color are far reaching. Teachers of color serve as role models for all children and promote racial understanding and appreciation among all ethnic groups.



*Positive role modeling and characterization are crucial for ensuring commitment of minority youngsters to schooling. Without sufficient exposure to minority teachers throughout their education, both minority and majority students come to characterize the teaching profession and the academic enterprise in general as better suited for whites.....As the proportion of minority teachers fall, the perceived importance of academic achievement to minority students also declines.*

P. Loehr (1988, October 5) The Urgent Need For Minority Teachers. Education Week, p. 32



# **MINORITY EDUCATOR RECRUITMENT KIT**

## **INDEX OF SERVICES, RESOURCES AND INFORMATION**



# YOUNG EDUCATOR CLUB RESOURCES

## **Future Educator of America:**

Handbook for Chapter Advisors can be obtained from:

Future Educators of America

Phi Delta Kappa

408 North Union

P.O. Box 789

Bloomington, IN 47402-0789

(812) 339-1156 \* (800) 766-1156

Phi Delta Kappa is the national fraternity dedicated to excellence in education. They sponsor a yearly summer camp for high school students interested in education as a career, offer scholarships and offer assistance with setting up Future Educator Clubs. Copies of the handbook are free to chapter advisors.

## **Recruiting New Teachers**

Recruiting New Teachers encourages individuals to pursue careers in education, provides information on careers in education and maintains a database of certified and non-certified educators.

Recruiting New Teachers, Inc.

385 Concord Avenue

Suite 100

Belmont, MA 02178

## **A Celebration of Teaching**

Sponsored by the Geraldine Dodge Foundation, this program sponsors the “*National Celebration of Teaching Program*” a grant program for teachers to encourage youth to consider careers in education. For information on “*A Celebration of Teaching*” and other programs offered by the Geraldine Dodge Foundation contact:

Ruth Campopiano/Peter Schmidt, Co-Directors

A Celebration of Teaching Program

Geraldine R. Dodge Foundation

95 Madison Street

P. O. Box 1239

Morristown, NJ 07960

(201) 540-8442

## **Aspiring Teachers, Educators, Administrators and Mentors Program (A-TEAM)**

A grow your own approach to addressing the shortage of minority teachers in Kentucky. This program is a collaborative effort between the Kentucky Department of Education and the Kentucky Alliance of Black School Educators. Program goals are: 1) To increase the number of students in middle and high schools who choose to pursue a career in education 2) To spotlight careers in education as viable career choices 3) To increase the number of minority students attending college.

For more information, please contact:

John D. Marshall  
3321 Algonquin Parkway  
Louisville, KY 40211

Robby Morton  
Kentucky Department of Education  
Division of Minority Educator Recruitment and Retention  
500 Mero Street  
Frankfort, KY 40601  
(502) 564-1479

## **Minority Teacher Education Program (MTEP)**

A summer program for high school students.

This collaborative venture between Morehead State University, The Kentucky Department of Education, the Council on Post-secondary Education, Jefferson County Public Schools and the Fayette County Public Schools provides a one-week college residential experience for high school students interested in teaching as a career.

For more information, contact:

Ernestine Winfield  
Minority Teacher Education Program  
Morehead State University  
Morehead, KY 40251 - 1689

## **Minority Teacher Recruitment Project**

A collaborative project between the University of Louisville and Jefferson County Public Schools. The program focuses on preparing middle and high school students in Jefferson County for college entry, preferable into a teacher education program.

For more information, contact:

Angela Reed  
Program Coordinator  
Jefferson County Public Schools  
3332 Newburg Road  
Louisville, KY 40218

## **Minority Teacher Recruitment Center**

Western Kentucky University – Works with school districts in Western Kentucky to establish young educator clubs and positive attitudes about teaching.

For more information, contact:

Ms. Leslie Godo-Solo  
College of Education and Behavioral Sciences  
Western Kentucky University  
1 Big Red Way  
Bowling Green, KY 42101

## **Kentucky Department of Education Division of Minority Educator Recruitment and Retention**

Offers assistance to public school districts, School Based Decision Making Councils, and principals interested in forming Young Educator Clubs.

For more information, contact:

Mr. Robby Morton  
Branch Manager  
Division of Minority Educator Recruitment and Retention  
Kentucky Department of Education  
500 Mero Street  
Frankfort, KY 40601  
(502) 564-1479  
[rmorton@kde.state.ky.us](mailto:rmorton@kde.state.ky.us)

## MINORITY COMMUNITY ORGANIZATIONS

Minority and ethnic organizations can prove to be advantageous in your recruitment efforts. Many of these organizations may already have recruitment activities in place that your district can tap into. Examples are:

- National, state and local chapters of the
  - National Association for the Advancement of Colored People
  - National Alliance of Black School Educators
    - Chapters in Louisville, Lexington, Bowling Green and the state wide affiliate, The Kentucky Alliance of Black School Educators
- Urban League
- National and State Education Associations
- National Indian Education Association (1819 H. Street, NW, Washington, D.C. 20006)
- National Council of La Raza – 810 First Street, NE, Washington, DC 20002
- Aspira Association National Office – 1112 16<sup>th</sup> Street, #340 NW, Washington, D.C. 20002
- Ethnic Religious Organizations in your area (your local telephone directory will be a great resource)
- Ethnic Sororities and Fraternities
  - Omega Psi Phi Fraternity, Inc. – 213 Galone Street, Hendersonville, TN 37075
  - Alpha Kappa Alpha Sorority, Inc. – 5656 S. Stony Island Ave., Chicago, IL 60637
  - Delta Sigma Theta Sorority, Inc. – 17-7 New Hampshire Ave., N.W., Washington, D.C. 20009
  - Alpha Phi Alpha Fraternity, Inc. – 4432 S. Martin Luther King Dr., Chicago, IL 60653
  - Kappa Alpha Psi Fraternity, Inc. – 2320 N. Broad Street, Philadelphia, PA 19132
  - Phi Beta Sigma Fraternity, Inc. – 1327 R. Street, N.W., Washington, DC 20011
  - Sigma Gamma Rho Sorority, Inc. – 840 E. 87<sup>th</sup> Street, Chicago, IL 60619
- Historically Black Colleges and Universities
- Minority Publications
  - The Louisville Defender
  - The Kentucky Voice (Paducah)



- The Community Voice (Lexington)
- The Cincinnati Herald
- The Cleveland Call and Post
- The Black Collegian – 140 Carondelet Street, New Orleans, LA 70130
- Black Issues in Higher Education – 1020 Warwick Ave., Suite B-8 955, Fairfax, VA 22030-3136
- Winds of Change Magazine – c/o American Indian Science and Engineering Society – 1630 30<sup>th</sup> Street, Suite 301, Boulder, CO 30802
- National Puerto Rican Coalition Newsletter – 1700 K Street, #500, NW, Washington, DC 20006
- Hispanic Magazine L’Enfant Plaza, NW, Washington, DC 20024
- Ebony Magazine – Johnson Publications, 820 S. Michigan Ave., Chicago, IL 60605-2103

### *Suggested Helpful Hints:*

- Have a diverse administrative staff which signals to candidates that your district offers fair employment policies and practices and the possibility of upward mobility.
- When recruiting, even if you don’t know exactly what your needs are for the coming year, offer promising candidates of color open-ended contracts without necessarily specifying school or classroom assignments.
- Send out flyers to potential candidate of color and offer loan forgiveness to those willing to teach in high need areas.
- Give promising candidates VIP treatment, taking them to meet other teachers, visit classrooms, and get to know the school and community.
- Prepare your recruiters to effectively deal with individuals from different ethnic and racial groups. It would be helpful if your recruitment team were composed of different ethnic groups.
- Encourage minority teacher education students to practice, teach and participate in internships in your district/school.
- Encourage local college students to tutor in schools, which might spark their interest in becoming teachers.
- Build relationships with local colleges, encouraging them to recommend promising minority teacher candidates.
- Build relationships with local businesses to develop incentives for teacher candidates (for instance, banks might offer discounted housing loans, free checking accounts, etc.).
- Use local radio ads designed to reach a diverse audience. Public service announcements are free.

# *What Do the Experts Recommend?*

## **NATIONAL EDUCATION ASSOCIATION**

NEA supports many different strategies for the identification, recruitment, and retention of minority teachers. These include:

- ❖ Early prospective teacher identification initiatives, motivational workshops, summer college preparatory courses, courses in educational theory and practice, and promise of financial aid.
- ❖ Aggressive recruitment activities, such as holding orientations, recruiting transfer students from two-year colleges, sponsoring future teacher clubs, organizing media campaigns in minority communities, and recruiting minorities to teaching from business and the military sectors.
- ❖ Financial aid, including fellowships, scholarships and forgivable loans, targeted to minority students who intend to teach.
- ❖ Social and economic support, including improving test taking skills and providing academic counseling and tutoring.
- ❖ Identify local organizations having an interest in minority teachers. Include community and ethnic minority groups, local teacher clubs, department of education offices and targeted high schools and colleges.
- ❖ Prepare a roster of teachers to serve as mentors, recruiters, counselors, workshop facilitators, and assistants in functions sponsored by high school or college teacher recruitment programs.

- ❖ Profile or reward outstanding minority teachers or prospective minority teachers to acknowledge their service, increase their self-esteem and build the professions prestige.

## **RECRUITING NEW TEACHERS, INC.**

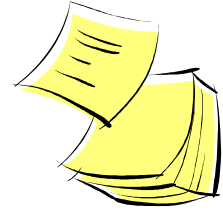
Research by Recruiting New Teachers staff has found that programs that help Para educators become teachers offer a tremendous opportunity to increase the supply of ethnic minority teachers. This large pool of school employees---such as teaching assistants, school bus drivers, clerks, and others with or without baccalaureate degrees----are largely minorities. They are generally committed to education and tend to stay for long periods in the profession. Many are more mature individuals with extensive classroom experience, have roots in their communities and are accustomed to working with challenging students.

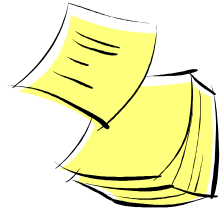
Other suggestions include more aggressive recruitment activities and various financial and social supports, such as financial aid geared to minority education students and mentoring in the high school setting.

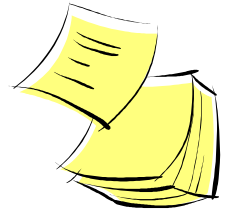


## **THE KENTUCKY DEPARTMENT OF EDUCATION**

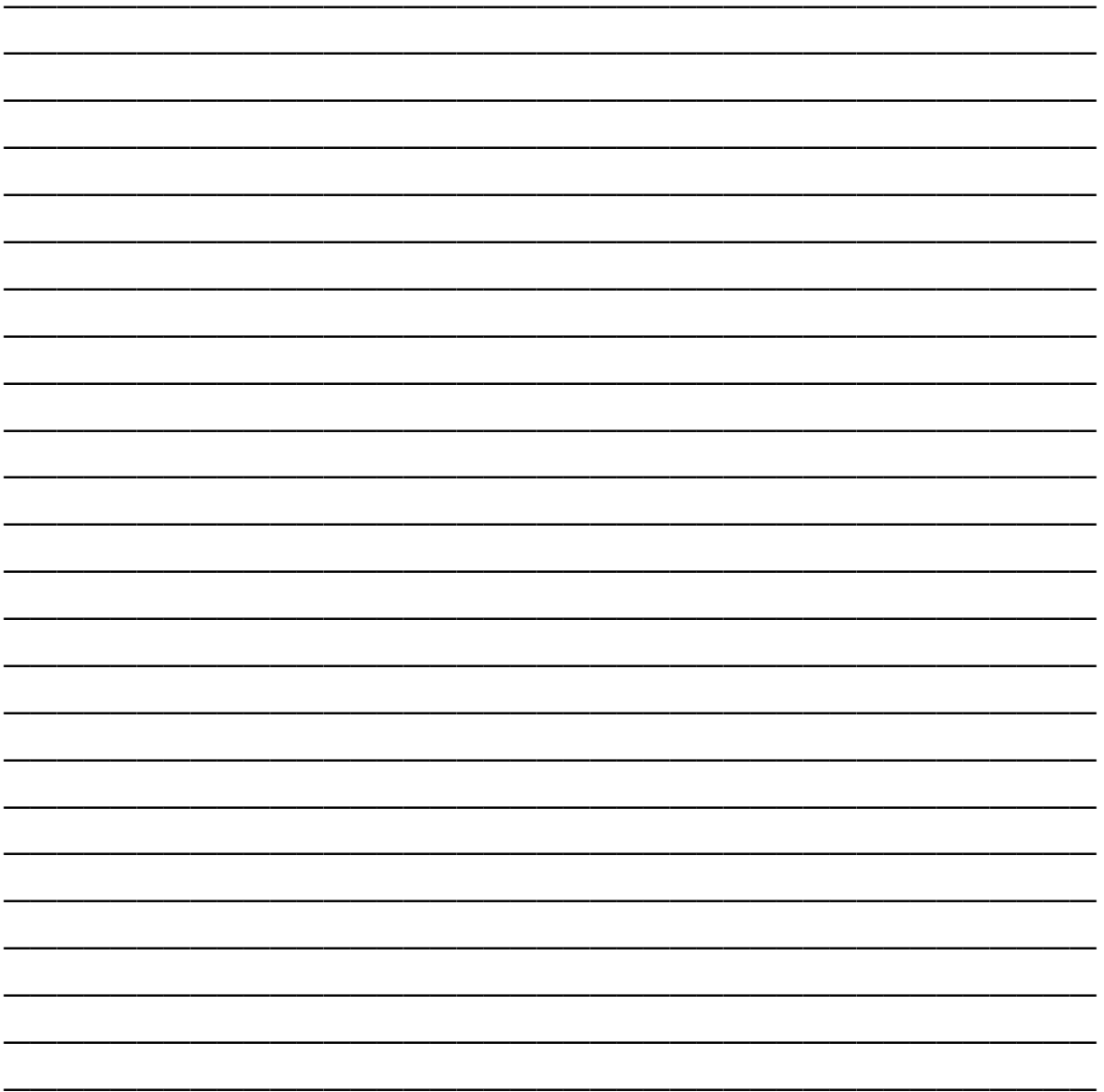
**The Division of Minority Educator Recruitment and Retention is available to assist with your minority teacher identification, recruitment and retention efforts. Contact the Division staff by telephone at (502) 564-1479, or by e-mail at [rmorton@kde.state.ky.us](mailto:rmorton@kde.state.ky.us)**

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This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

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